EDI Domains and Subdomains

The Early Development Instrument (EDI) outcomes show five key domains of early childhood development that children need to thrive in health, development and school readiness. These domains include subdomains, helping us further explore strengths and needs of children in Spartanburg. These lists, as well as the overall county-wide assessment results are meant to help individuals, organizations, and communities refine practices and policies to align efforts, resources, and energy to strengthen areas where vulnerabilities are demonstrated.

Physical Health and Well Being

Physical readiness for the school day
- Over/Underdressed for school-related activities
- Too tired/sick to do school work
- Late
- Hungry

Gross and fine motor skills
- Proficient at holding a pen, crayons or a paintbrush
- Ability to manipulate objects
- Ability to climb stairs
- Level of energy throughout the school day
- Overall physical development

Physical independence
- Independent bathroom habits most of the time
- Shows an established hand preference
- Well-coordinated
- Sucks a thumb/finger

Social Competence

Overall competence with peers
- Overall social/emotional development
- Ability to get along with peers
- Plays and works cooperatively with other children
- Able to play with other children
- Shows self-confidence

Approaches to learning
- Listens attentively
- Follows directions
- Completes work on time
- Works independently
- Works neatly and carefully
- Able to solve day-to-day problems by him/herself
- Able to follow one-step instructions
- Able to follow class routines without reminders
- Able to adjust to changes in routines

Readiness to explore new things
- Curious about the world
- Eager to play with a new toy
- Eager to play a new game
- Eager to play with/read a new book

Respect and responsibility
- Follows rules and instructions
- Respects the property of others
- Demonstrates self-control
- Demonstrates respect for adults
- Demonstrates respect for other children
- Accepts responsibility for actions
- Takes care of school materials
- Shows tolerance to someone who made a mistake
Emotional Maturity

Prosocial and helping behavior
- Tries to help someone who is hurt
- Volunters to clean up a mess someone else has made
- Will try to stop a quarrel or dispute
- Offers to help others who have difficulty with a task
- Comforts a child who is crying or upset
- Spontaneously helps to pick up objects which another child has dropped
- Invites bystanders to join a game
- Helps other children who are feeling sick

Aggressive behavior
- Gets into physical fights
- Bullies or is mean to others
- Kicks, bites, hits other children or adults
- Takes things that do not belong to him/her
- Laughs at other children's discomfort
- Disobedient
- Has temper tantrums

Anxious and fearful behavior
- Is upset when left by a parent/guardian
- Seems to be unhappy, sad, or depressed
- Appears fearful or anxious
- Appears worried
- Cries a lot
- Nervous, high-strung, or tense
- Incapable of making decisions
- Shy

Hyperactive and inattentive behavior
- Can't sit still, restless
- Distractible, has trouble sticking to any activity
- Fidgets
- Impulsive, acts without thinking
- Has difficulty awaiting turn in games or groups
- Cannot settle into anything for more than a few moments
- Inattentive

Language and Cognitive Development

Basic literacy skills
- Knows how to handle a book
- Able to identify at least 10 letters of the alphabet
- Able to attach sounds to letters
- Showing awareness of rhyming words
- Able to participate in group reading activities
- Experimenting with writing tools
- Aware of writing directions in English
- Able to write his/her own name in English

Interest in literacy/numeracy and memory
- Generally interested in books
- Interested in reading
- Able to remember things easily
- Interested in mathematics
- Interested in games involving numbers

Advanced literacy skills
- Able to read simple words
- Able to read complex words
- Able to read simple sentences
- Interested in writing voluntarily
- Able to write simple words
- Able to write simple sentences

Basic numeracy skills
- Able to sort and classify objects by a common characteristic
- Able to use one-to-one correspondence
- Able to count to 20
- Able to recognize numbers 1-10
- Able to say which number is bigger of the two
- Able to recognize geometric shapes
- Understands simple time concepts

Communication Skills and General Knowledge

- Ability to use language effectively in English
- Ability to tell a story
- Ability to take part in imaginative play
- Ability to communicate own needs in a way that is understandable to adults & peers
- Ability to listen in English
- Ability to understand, on first try, what is being said to him/her
- Ability to articulate clearly, without sound substitutions
- Answers questions showing knowledge about the world

The Spartanburg Academic Movement
www.learnwithsam.org/kindergartensuccess